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Education Summary

A SEMI-MONTHLY REPORT ON NEW DEVELOPMENTS, TRENDS, IDEAS, AND RESEARCH IN EDUCATION

• *Trends and Issues*

A clue to the tenor of the times can be found in a recent report (No. 2533) issued by the House Committee on Government Operations. It deals with the philosophy of Federal aid to the states, in general taking a favorable view. The Committee expressed it this way: "In general, the grant-in-aid is a useful method for harnessing cooperative governmental effort in the accomplishment of national legislative objectives. The opportunity for cooperation between the levels of government for the attainment of common objectives should be recognized as a resource of our Federal system." The Committee held that state governments should be encouraged to strengthen themselves through responsibility – hence not become dependent on Federal aid. But Federal aid, the Committee said, can be used to stimulate the vitality of state governments. And the Committee concluded: "It is imperative that the Federal government do everything possible to promote a favorable climate for the proper functioning of other levels of government."

This, apparently, is the philosophy that motivated the supporters of the Hill-Elliott Act. It may be a hint of things to come.

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Total school and college enrollment, on the increase for the 14th consecutive year, will reach a new high of about 44,945,000 this year, the U. S. Office of Education estimates. This is a rise of about 1,750,000 over the last school year. Of total enrollments, public and private elementary schools accounted for 31,793,000, as compared to 30,670,000 last year. A gain of almost half a million is expected in high schools (grades 9-12), with an enrollment of 8,880,000 in 1958-59 as compared to 8,424,000 last year. Colleges and universities will gain 173,000 – to 3,623,000 over 3,450,000 last year.

Catholic school enrollment for elementary and secondary grades will rise to 4,786,000, about 12.5% of the total school population, according to the National Catholic Educational Assn. An estimated 3,959,500 pupils are enrolled in Catholic grade schools, and 826,500 in high schools. The total is about 126,500 higher than last year. An additional 322,000 students are expected in the Nation's 225 Catholic colleges and universities, a 12,500 increase over last year. In the U. S. Office of Education's report, these figures are lumped with enrollments for all private schools.

Math and science majors in the Nation's colleges increased sharply in the last two years, the Office of Education reports. The OE's first survey of junior year students by field of study shows that 40,000 to 45,000 math and science majors will graduate next June. This is nearly one-third more than were graduated in June of 1957, and nearly 50% more than were graduated in 1955. The Federal survey, covering 1100 four-year educational institutions, was undertaken because of widespread concern over possible future shortages of trained scientific manpower. Nearly 13% of all college students were majoring in science and math, the study shows. The figures indicated, officials said, that there was a lot of interest in tough courses in high schools and colleges long before Sputnik. The survey showed few women majoring in either field. More than seven out of ten math majors are men; nearly nine out of ten students in the physical sciences and nearly eight out of ten in biological sciences are men, also.

● School Board

The deepening concern board members show for their responsibilities gives rise to a major problem. One aspect of this is the alarm with which professional educators view "amateur" direction of public school policy. Another is the school board's invasion of the administrator's prerogatives — and his invasion of theirs. What is needed, says W. A. Shannon, executive director of the National School Boards Assn., "is a new and wholehearted commitment to the kind of lay-professional cooperation" that will make for quality education.

Mr. Shannon outlined the problem inherent in the dual lay-professional control of schools in a speech before the 30th annual Harvard Summer School Conference on Educational Administration. He said the problem "reflects the dilemma between the demand for skilled proficiency on the one hand, and the demands of democratic direction of public policy on the other." Often, the dilemma results in "confused school board-administrator relationships." The board, concerned for the administrative aspects of school management, steps into the administrator's domain. "Likewise, through failure to fulfill their role in providing policy direction . . . board members, in effect, invite administrators to fill the gap left by their neglect.

"No one . . . can doubt the right of school board members to function in the basic areas of school decision with which they are more and more concerning themselves. It would seem to me that administrators, whose personal faiths are founded in the democratic tradition, will do everything possible to educate their own board members to the levels which will make citizen decision a realistic balance between public will and the demands of sound information and professional knowledge. Let no one mistake that school board members will increasingly continue to look at their schools with a critical eye. Let no one mistake the equally important fact that intelligent educational decision requires the wisdom and knowledge which only the trained professional can bring to educational deliberation."

● Administration

What procedures are followed in filling administrative and supervisory positions? A new research bulletin describes those used in 68 school systems, large and small.

Most districts require a Master's degree of anyone entering an administrative or supervisory position. However, a Bachelor's degree often is acceptable if the candidate plans to complete work on a graduate degree. Usually, some postgraduate courses in educational administration and supervision are essential.

Age limitations are set in only a few systems, and there is a tendency toward choosing young administrators so they can grow in their jobs. Experience requirements vary, although nearly all systems demand several years of "successful" or "outstanding" teaching experience. A few insist upon low-level administrative experience before promotion to top levels. In most school systems, persons already employed are given promotion preference.

When a position is open, most districts advertise as widely as possible. Announcements are posted in the schools and in the superintendent's bulletin; letters are sent to all teachers and placement bureaus, and colleges are notified.

Written applications are screened by a committee in some cases, then often the applicant must take an examination — written or oral, or both. The written test may be of the objective or essay type, while the oral examination may be an informal interview or a discussion based on specific points. In these cases, the applicant usually is given a numerical rating according to his replies. Examinations — oral or written — may be rated by committees of administrators, although in some cases teachers or college professors serve on such committees. On the basis of these ratings, a list of eligibles is compiled with those near the top slated to receive promotions first. One interesting note: Despite the most elaborate promotional procedures, some districts reserve for the superintendent or the board the right to promote *anyone* they feel is best qualified.

Educational Research Circular No. 6. The American Assn. of School Administrators and Research Division of the NEA, 1201 Sixteenth St. N.W., Washington 6, D. C. 24pp. $1.

CURRENT READING OF SPECIAL INTEREST

The High School in a New Era, *edited by Francis S. Chase and Harold A. Anderson. The University of Chicago Press, Chicago 37. 465pp. $5.75. (Thirty-eight essays by prominent educators and laymen, including Henry Steele Commager, James B. Conant, Lawrence G. Derthick, Roy E. Larsen and others. The contents are based on papers presented at a 1957 conference sponsored by the University of Chicago and the National Citizens Council for Better Schools.)*

● Schools and the Public

Eliminate the negative approach in teaching safety education, says Marie E. Traufler in the September *Minnesota Journal of Education.*

Positive statements in an effective safety program help promote specific, positive skills and understandings. For example, children often are told, "Do not run between parked cars," — a negative statement. To instill correct and specific attitudes, a positive directive would be, "*Walk* across the street at all times," and "Cross streets only at intersections."

The National Safety Council defines safety education as "that area of experience through which boys and girls learn to make wise choices when the possibility of injury to self or others is one of the factors involved."

Good safety programs are the result of year-long, consistent emphasis on safety, starting at the kindergarten level and continuing through secondary school. Correct safety attitudes are attained through instilling in children a sense of responsibility. Miss Traufler said that a pupil must understand that his safety de-

NEW BOOKS
FOR LEISURE READING . . .

Sail Ho! by Sir James Bisset, in collaboration with P. R. Stephenson, is the story of a young man's apprenticeship to the sea in the last days of the great sailing vessels. Bisset, at the age of 15, began the first of four voyages described in this book, voyages which took him to Australia and the Pacific, to the coastal ports of New Zealand, Africa, South America and the American Northwest. In matter-of-fact tones, Bisset (now retired commodore of the Cunard Line) describes his many hardships and gives many fascinating details of fo'c'sle life. Good reading for anyone interested in the sea and sailing. From: Criterion Books, 257 Fourth Ave., New York 10. 288pp. Illus. $5.

Nabokov's Dozen, thirteen short stories by Vladimir Nabokov. These are reprints from *The New Yorker, The Atlantic Monthly* and other publications. Sometimes strange, sometimes wonderful, they reveal a writer with a rare talent for evoking the reader's emotions. Includes "Lance," "The Aurelian" and "A Forgotten Poet." From: Doubleday & Co., Garden City, N.Y. 214pp. $3.50.

pends "partly upon his own behavior and partly on that of others."

Self-knowledge and insight, experience and correct habits are strong elements in developing safety consciousness.

The three major learnings involved in safety education are these: (1) skills and understandings, (2) attitudes and (3) experiences.

● *Religion, Ethics and Values*

The relationship of church and schools needs clarification, advises Hauton B. Lee of Lewis and Clark College. Writing in the September issue of *Oregon Education*, he emphasizes that "the monumental strength of both religion and education in America derives to some degree from complete freedom of each from the other."

In spite of complaints of "amoral godlessness of the public schools," those in favor of release time education have no wish to abolish existing boundaries that have kept such freedom unimpaired. Lee warns, "European examples of church and state alliances should cause a healthy terror among church and public school personnel." We must keep our eyes open to the facts of what could happen.

"Is there another avenue open – other than through use of release time from the public schools – by which the same ends might be served? Do we wish to assume the responsibility for encouraging practices – and ultimately legislation – which may weaken the guarded inviolateness of the church and school?

The teaching of moral and spiritual values in the public schools must be considered. ". . . public schools bear the responsibility to encourage respect for the church and the moral task which is its program. An understanding of the *cultural* values of the church must be a part of transmitting the cultural heritage."

It is not the duty of the public schools to extend their responsibility beyond these wide concepts. There is no reason for public schools to trespass in this area.

It would be more to the point to concern ourselves with "critical thinking," Lee asserts. Both churchmen and schoolmen must bear in mind the need for clearly defined goals for a basic church-state relationship.

● *The Learner*

HOW ARE THE FIVE'S FARING IN YOUR TOWN?

If your town has good public kindergartens – *your five's are learning.*
If your town has good public kindergartens – *your five's are thinking.*
If your town has good public kindergartens – *your five's know a lot.*
If your town has good public kindergartens – *your five's are busy.*
If your town has good public kindergartens – *your five's have ideas.*
If your town has good public kindergartens – *your five's are friendly.*

You Can *Harm* in Two Ways

1. Treat five-year-olds as if they were babies . . . "All they do is play . . . " "They are so small . . . "

One way to harm a five-year-old is to forget him. Make him wait until he is six before he has a school to go to.

2. Treat five-year-olds as if they were six . . . "We have 67 in our kindergarten . . . " "We get the chlidren ready for the first grade . . . "

One way to harm a five-year-old is to pretend he is six.

You Can *Help* in Two Ways

1. If your schools do not have kindergartens, start them.
2. If your schools have kindergartens, improve them.

—*Childhood Education*
September

CURRENT READING OF SPECIAL INTEREST

Improving Reading in the Junior High School, *by Arno Jewett. Bulletin 1957, No. 10. U.S. Office of Education, HEW, Supt. of Documents, U.S. Government Printing Office, Washington 25, D.C. 165pp. Paper. 60c. (Bulletin emphasizes research, particularly implications of significant research for improvement of reading instruction and remedial reading programs.)*

Once you know what questions to ask

— By C. O'D. Iselin. *One of the world's leading experts in oceanography, Dr. Columbus O'Donnell Iselin was director of the Woods Hole Oceanographic Institution from 1940 to 1950 and from 1956 to 1958. He is an associate professor at Harvard University and H. B. Bigelow Oceanographer at Woods Hole. His ability to ask penetrating and fascinating questions has encouraged many younger scientists to enter the field of oceanography.*

Dr. Iselin

Of all the possible areas of scientific inquiry, the large one — usually known as the earth sciences — remains the most poorly explored. Yet its potential impact on our daily lives is relatively easy for anyone to understand. "Earth sciences" is merely a collective term for the applications of the classical fields of knowledge to a better understanding of the earth as a whole. What can physics, chemistry or geology teach that can help us either adjust our lives more efficiently to this world on which we live, or perhaps, in time, gain some measure of control over our environment? This is an aspect of scientific effort that quite young people can appreciate, if it is taught in a sufficiently imaginative and simple manner. The basic thesis of this article is that some of the elementary aspects of the earth's sciences can provide an excellent introduction to the classical laboratory sciences.

In general, the earth sciences could be considered an extension of geography. However, geography traditionally has remained a two-dimensional subject and has not sought to inquire deeply into the causes of the environmental factors which it describes. Furthermore, in general, geography does not undertake to predict what will happen next. Yet, in teaching even elementary geography it is possible to point out that, through the scientific method, the causes and effects of the forces acting to shape our weather and many of the other easily perceived environmental factors can often be understood. The classical fields of science are the tools by which this becomes possible.

Encouraging curiosity

The preconditioning of young students to a respect for science and an early recognition of its usefulness in our everyday lives can take a great many forms. The students' natural curiosity should be encouraged and used to instill in them the basic rules of all science: questioning, observing, thinking, explaining. Often it is advisable for the teacher to use local examples, the importance of which can be apparent to anyone. In a farming district the importance of rainfall is evident even to the youngest child. Can this be predicted in a reliable manner for, say, six months in advance? Can rainfall be more evenly distributed over the surface of the earth? Can the total rain falling on the continents be increased? The answer to all of these questions is undoubtedly "yes," but finding it will require that meteorological research be supported without regard to immediate gains and be supplied with experimental facilities comparable in complexity and costs with the tools of modern physics. The sorts of spectacular advances that have come about through physics of recent years are probably more easily achieved in the case of nearly any aspect of the earth sciences, provided sufficient emphasis is devoted to research and the right brains are encouraged to come to grips with the basic problems.

Another area of knowledge in which many people have a natural curiosity is the history of the earth. What was it like before the spoken and written records of history began to accumulate? Here again, it is the earth sciences that provide the most reliable clues, and this fact can be used to awaken an interest in science and a realization of its potential, even among quite young students. The well-known tree ring record of climatic fluctuations is one example that any child can easily understand. A peet bog contains a somewhat longer story when carefully studied. A forty-feet-long core of mud from the bottom of the deep ocean can take us back in history many millions of years, but to interpret this history one must use the basic disciplines of physics, chemistry and biology.

A biological frontier

Of all the earth sciences, oceanography perhaps provides the most spectacular examples of our ignorance and of the sorts of practical and interesting gains that could be made through a fuller utilization of our total natural resources. To use the marine sciences as an introduction to science in general has at least two important advantages. In the first place, what is actually known positively about the workings of the oceans can be stated so simply and so briefly that anyone can quickly see that they remain a virtually unexplored field of physical, chemical and geological science. Furthermore, the oceans are still a biological frontier so that they also provide an excellent introduction to a formal course in biology. For any child having access to the seashore there is wide opportunity to make use of a little elementary oceanography for both fun and financial gain. Few of us would not enjoy knowing more about the art of catching fish or digging for clams.

Unfortunately, such simple considerations generally are not well presented in the available elementary textbooks with which the student is usually first confronted, if indeed he is brave enough to attempt any science at all. Too often textbooks make the mistake of emphasizing what is well known — and this can be

you are beginning to know the answers

a very formidable catalogue of facts; facts that are not made easier to digest by the inclusion of many technical terms. At least in the early stages of scientific curiosity it is better, it seems to me, to include discussions of what is not known or only poorly understood. A whole host of such examples can easily be found in oceanography. Regrettably, the average science teacher has had little access to such information. This was especially the case before Rachel L. Carson's beautiful little book, "The Sea Around Us," was written. A corresponding series of essays on the physics and chemistry of sea water could be equally interesting and stimulating.

Some penetrating questions

In the remaining space available here, I will try to sketch some of the topics that such a book would include. These can perhaps be most clearly stated by asking some simple but penetrating questions about the oceans.

How rapidly do the oceans turn over? Most lakes overturn each winter and, thus, the dissolved nutrient chemicals are returned to the near surface layers where sunlight can rebuild them into living forms. The oceans overturn much more slowly, so their deeper waters contain a vast store of nutrient chemicals that have been washing off the land since the beginning of time. The deepest water in the system is of course the densest water. For this densest water to be replaced from underneath requires that equally dense water form at the surface in high latitudes in winter. Does this happen year by year and a little at a time, or is the bottom water only renewed during a particularly cold winter? Does it, on the average, take 100 years for the deep water to work back up to the surface or a 1000 years or perhaps 10,000 years? Nobody really knows the answer to this question.

Together, the circulation of the atmosphere and of the hydrosphere constitute a huge and complex heat engine powered by the sun. The ocean half of this system acts to some extent as the flywheel. Over what sorts of time scales does the ocean regulate our climate? This, too, is an awkward question and one can find many different sorts of answers in the technical literature.

How soon will the great icecaps covering Greenland and Antarctica melt again and thus flood our coastal cities? Man may very well have been accelerating this process during the last 50 years or so by burning huge amounts of coal and petroleum. The end product of combustion is the gas CO_2. If CO_2 is increasing in our atmosphere, even by only a few per cent, then the atmosphere will become more effective in trapping the sun's heat in much the same way as the roof of a greenhouse does. This, in turn, will prevent the ocean from overturning as rapidly as it would otherwise. Two results can be anticipated: Surface temperatures will rise and the deeper waters of the ocean will be shielded so that the ocean's potential capacity to take up CO_2 from the atmosphere will be reduced. Has man already started to modify his environment? Is this a serious situation? Nobody really knows. Incidentally, children in an industrial area worrying about smoke or smog perhaps rarely realize the magnitude of this problem as outlined here.

What causes the goings and comings of fish? How do fish navigate? To what degree could the food resources of the sea be more fully exploited? To what degree could they be increased artificially? These are equally difficult questions which might have considerable practical application if the answers were reasonably well known.

The over-all question

Finally, there is the over-all question which more or less unites all the previous questions. How safe would it be to dispose of large quantities of radioactive waste material at sea? In the next 20 years or so, this question is likely to be asked of oceanography with increasing urgency. It involves the ocean's overturn problem, the climatic trend problem, and the whole problem of the food chain in the sea.

If the oceans only overturn very slowly, their deeper waters could be used safely for the storage of a very large quantity of radioactive chemical wastes. If we are at the beginning of a long period of mild climate, this would certainly allow for sufficient time for the activity of the material to decay. On the other hand, biological activity in the sea will be reconcentrating the chemicals in regions of offshore winds where upwelling of the deeper water occurs naturally. Will the dispersion due to turbulent processes in the ocean win out over the concentration of dissolved chemicals through biological activity?

The answers to such questions will be found in time, only if a sufficient number of qualified researchers are encouraged to apply the classical laboratory sciences to the world-wide environmental situation. To most of us the earth seems very large indeed, but on it are also living a great many people. How long will the bounties of nature suffice? As we learn to dig deeper into this huge stock pile are we in danger of contaminating or decreasing the renewable resources? This is an area of scientific inquiry that has as yet received relatively little serious thought.

□ □ □

• *The Profession*

Improved collective bargaining and teacher tenure laws, higher salaries and certification requirements, were among the major considerations of the 42nd annual convention of the American Federation of Teachers, held in August in Milwaukee, Wis. Along these lines, the delegates voted:

- To make a nationwide effort to repeal no-strike laws.
- To sponsor state legislation guaranteeing collective bargaining rights to all public employees. These would lay the groundwork for agreements between teachers and school boards.
- To drive for organization of college teachers.

Carl J. Megel of Chicago was re-elected president over William P. Swan of Gary, Indiana. The delegates heard him call for state laws requiring a Bachelor's degree as a minimum requirement for certification of new teachers. He called for a nationwide single salary schedule starting at $6000 and reaching $12,000 in eight annual steps. And he urged continued opposition to the "discredited" merit-rating system.

A resolution adopted urged Federation members to "strive to introduce into the curriculum of their schools and districts the study of the true goals, values, history and methods of American unionism."

● *Philosophy and Goals*

TWO THOUGHTS

● "The major objectives in modern pedagogy must be to inoculate students against demagoguery, against anti-intellectual propaganda, and against commercializing of the human equation in mass media. The only way we can do this is to help children to think critically and clearly. They must distinguish in practice between fact and opinion, between sweeping assertions and color language, statistical fallacy and basic truth."

— Carl J. Megel, *President*
American Federation of Teachers
(in a recent speech)

● "The schools should provide for keen intellectual competition. There need be nothing unfriendly about it any more than there is in competition for making a football team. The present desire for uniformity among school children is pandered to by giving no grades and, certainly to some extent, by retarding unusually able pupils so that their difference from the rest will not be apparent. This pleases the majority of parents who like to delude themselves with the idea that their children are the equal of anybody else's, but it is really a disservice to the individual and to the nation."

— Harley H. Bartlett
Michigan Alumnus Quarterly Review (summer issue)

● *School Plant*

A "portable" aluminum classroom with 800 feet of floor space has been developed by a Pikesville, Md., firm. One of these, the first to be built, houses classes of 30 to 40 students at the Towson, Md., high school. It is located near a side entrance of the school, making it convenient for students to change classes.

The classroom comes in two sections which can be lifted by crane and trucked from one location to another, an operation that takes about three days, depending on the distance it is to be moved. On location, the sections are bolted together and fastened to a concrete foundation which consists of four parallel walls tied together at the ends by two other walls.

The classroom is 20 feet wide, 40 feet long and 10½ feet high, with a slightly pitched roof. A cloakroom and a storeroom are built into one end. At the opposite end is a blackboard. One side wall has doors at either end, with three windows between. The opposite wall has five windows. The structure comes equipped with fluorescent lighting, all inside wiring, Fiberglas insulation, Masonite wall paneling, a soundproof tile ceiling, plywood flooring and a hot air heating unit (located outside). Steel girders frame the structure, which has no interior pillars, but which can be partitioned by the addition of another wall

Outside, the walls are flat sheet aluminum — these can be painted (or anodized, at extra cost). Some modifications in design can be made to fit individual needs. Cost: about $16,000 f. o. b. Manufacturer: The Thompson Trailer Corp.

● *Physical Education and Health*

Fluorescent lighting is not injurious to the eyes, a committee on industrial ophthalmology of the American Medical Association said recently. "It does not cause visual discomfort if properly installed, maintained and used."

The findings of the committee's study also revealed the following:

— Ultraviolet energy from clear blue summer sky light is several times as great per foot-candle as fluorescent light.
— Heat is the only known physiological effect produced from infrared energy found in present-day fluorescent lighting.
— Glare may occur in any lighting system and can be solved by proper installation and use.
— Noticeable flicker is usually eliminated in modern multiple tube fluorescent installations.

The committee recommends the use of guides set forth by the American Standards Association and the Illuminating Engineering Society to achieve the desired level of illumination.

CURRENT READING OF SPECIAL INTEREST

Teeth, Health and Appearance. *By the American Dental Assn., 222 Superior St., Chicago 11. 47pp. $3.50. (For school libraries and hygiene classes. A slick-paper volume with color and halftone illustrations which describes all aspects of dental growth and care. Useful for teaching students the importance of caring for teeth.)*

● *Audio-Visual*

Add "sense appeal" to audio-visual instruction units to give them an extra dimension. The active participant usually gains more from a lesson than the passive one, point out Clifford R. Kreismer

and Albert F. Doremus in the September issue of *Audio-Visual Instruction.* So make students active doers, they urge, not merely passive viewers or listeners. Some examples of how this can be done:

An understanding of the nature of a dairy farm and the ways in which it helps the community was the objective set by one teacher for a farm unit. She took the class on a field trip to a farm and recorded their experiences with a camera. Later, slides made from the pictures were shown in class and discussed. The outcome was the planning and building of a miniature dairy farm in the classroom sand table. Thus, the field trip, pictures and physical display worked hand in hand to establish the objective set by the teacher.

A third-grade class engaged in an arithmetic unit dealing with subtraction was introduced to the "take away" method through a feltboard. The teacher allowed the children to participate in the placing of units and tens on the feltboard. She felt that this device, rather than the use of chalkboard, film or filmstrip, helped make abstract learning concrete.

In another class, children prepared their own tape-recorded narration for a filmstrip on transportation in Colonial America. They made dioramas showing Colonial home interiors, and prepared a series of flat pictures depicting Colonial dress to be used for opaque projection.

Social studies students should find interesting an educational television series on party government and Congress, to be shown this month, as the national election campaign gets hot. Called "From Capitol Hill," the series will bring viewers face to face with Congressional and political leaders, who will discuss major issues with political scientist Dr. John Dempsey of the University of Detroit. The Educational Television and Radio Center will present the series, in eight half-hour programs, over its 31 affiliated ETV stations.

● *Student Activities*

The drama of Wall Street is a reality to students at Brentwood (Pennsylvania) Senior High School. A high school investment club has become an absorbing extracurricular activity, reports William P. Douglass in the September issue of *The Clearing House.*

Douglass says: "Education should be a preparation for life, and the stock market is a part of life."

Student stockholders operate the investment club as a corporation. An elected board of directors in turn elects a president, vice president, secretary, treasurer, administrative assistant and public relations director. Policy is determined by the board, while the officers act as managers of the club.

Since they have become stockholders, business education students are finding the financial section of newspapers takes interest precedence over sports and comic pages. *The Wall Street Journal* is delivered daily at the school.

Each fall the club is organized and shares of stock issued to stockholders at 50 cents par value per share. No member is allowed to own more than 25 per cent of the total amount of issued stock. Real stock certificates are issued. The board of directors buys shares of stock from the open market through a New York Stock Exchange broker.

When the corporation owns a variety of stocks, club members may buy and sell their shares based on market value of stock held. Members buy and sell from each other with a serious eye on market fluctuation and trends.

Dividend checks are cashed and saved. In May or June the club is dissolved, the entire stock liquidated — and each fall the group is organized again.

A general stockholders' meeting is held each month. Student stockholders vote, listen to recommendations, are issued financial reports. The president of the board of directors outlines considerations for new stock purchases or for selling original investments. The board gets together for two additional meetings each month, separately.

So far, Douglass relates, the students have been lucky. Trade has been profitable.

● *Business and Education*

Business firms complain that sloppy and illegible handwriting costs them millions of dollars annually. Numerous reports are current of business losses in the tens of thousands of dollars as a result of carelessly scribbled sales slips, telephone toll tickets and financial records. Companies all over the country are sending their employees back to school to learn to write clearly and neatly. One group of firms (mostly pen and ink manufacturers) formed the Handwriting Foundation, a professedly nonprofit organization with offices at 1426 G St., N.W. Washington 5, D.C. A Foundation pamphlet, *The Second R,* published by the Foundation says that teachers colleges offer considerably less instruction in teaching penmanship than they did in the 1920's. The full-time handwriting supervisor has virtually disappeared from the public schools. The result has been a general de-emphasis on penmanship, to the detriment of this basic skill.

The Foundation has set as its major objective the reawakening of interest in penmanship. It proposes to help elementary teachers who do teach handwriting, and to provide materials for use by elementary and junior high teachers which can be used to motivate handwriting interest and improvement. Several pamphlets and booklets are offered free to teachers, among them the *Teacher's Guide to Handwriting,* containing suggestions for remedial help, and *The Second R Series,* four booklets on the history and practice of writing.

CURRENT READING OF SPECIAL INTEREST

Better Handwriting, *by Paul V. West. Barnes & Noble, Inc., N.Y. 102pp. Paper. $1. (Includes a diagnosis of handwriting faults and guides for remedial measures. The author says the volume was prepared primarily for those persons who have never developed good handwriting skills or who have allowed their handwriting to deteriorate.)*

● *Panorama*

Rhode Island An obscene literature law, on the books since 1896, was overturned by the state superior court last month on grounds that it went beyond its stated purpose: To protect the morals of children. The statute, in effect, prohibited the sale to the public of any printed material "manifestly tending to the corruption of the morals of youth." This served not only to protect juveniles from corrupting influences, the court held, but put up an identical shield around adults. The decision concurred with a recent U. S. Supreme Court decree which ruled unconstitutional a Michigan law similar to the Rhode Island law. That case involved John Howard Griffin's novel, *The Devil Rides Outside,* and was the case in which Justice Felix Frankfurter wrote: "We have before us legislation not reasonably restricted to the evil with which it is said to deal. The incidence of this enactment is to reduce the adult population of Michigan to reading only what is fit for children."

New York City Syndicated television critic John Crosby laced into TV quiz contestants in one of his recent columns, and his words seem to put those popular heroes back into proper perspective. Hear this: "The quiz winners occupy the position once filled by channel swimmers. They are the men of the hour. Well, after all, we have had some pretty silly celebrities in our time, up to and including flagpole sitters. But the difference is that quiz winners are — theoretically, at least — intellectual giants. There have been some bright quiz contestants, but I have yet to hear an opinion escape from any one of them that rises much above the level of the prosaic.

Washington, D. C. If English teachers find their pupils reluctant to learn the refinements of composition, it might be because the youngsters have heard about this: President Eisenhower's speech to the United Nations Aug. 13 went through eight drafts before it was delivered. The first was written by C. D. Jackson, vice president of Time, Inc. (and "a man of quick-striding prose," as one writer described him). Subsequent drafts were largely the work of a committee of officials.

Connecticut The aluminum windows at the Walter R. Dolan Junior High School in Stamford have been responsible for innumerable cases of back strain, broken fingernails and exasperation since the school was built in 1949. They stick. And short of prying them with two sticks of wood (a device they came to call "the gadget"), it was nearly impossible to open them. At one point the city considered spending $50,000 to replace them. Now it appears the problem may be solved. A Stamford firm, the Unique Balance Co., removed the metallic weather stripping from one of the offending windows and replaced it with a plastic material. So far this works fine. School officials plan to test it for a few more months and then refurbish the remaining 333 windows. Anticipated cost: $13,000.

New Classroom Material

MORE MUSIC BROUGHT TO MORE STUDENTS . . . is the aim of three new color films. *You Can Make Music,* for grades 2, 3 and 4, introduces children to various musical instruments. Produced under guidance of Dr. Harold G. Shane, Northwestern Univ. *Moving Ahead with Music* shows why music is essential to everyone, how many towns are making music a vital part of every child's life. *Music in our School* is designed to help teachers encourage children in grades 6, 7, 8 and 9 to take part in music activities of their school. Available for free showings. Apply American Music Conference, 332 South Michigan Ave., Chicago 4, Ill.

JUST IN TIME FOR HALLOWEEN . . . magic! bad witches! playful witches! — even one good witch — all are in *Witches, Witches, Witches,* a collection of stories selected by Helen Hoke. Just the kind of book children will love from cover to cover. From Franklin Watts, Inc., 699 Madison Ave., N.Y. 21. 230pp. $2.95.

PROBLEMS OF DEMOCRACY CLASSES . . . will find the new book *The Exploding Metropolis* (by the editors of *Fortune*) an up-to-date evaluation of American cities. Chapters include "Are Cities Un-American?" "The City and the Car," "New Strength in City Hall," "The Enduring Slums," "Urban Sprawl," "Downtown is for People." Clear-cut page arrangement, interesting illustrations. From Doubleday & Company, Inc., Garden City, N.Y. 193pp. Index. $3.95.

INTRODUCTION TO FRACTIONS . . . for elementary grades in five color filmstrips will help youngsters comprehend fundamentals. Drawings of children in real-life situations present the concepts which are carried from the concrete to the abstract. (1) *Fractional Parts of a Whole* — 1/2, 1/3, 1/4; (2) *Fractional Parts of Groups* — 1/2, 1/3, 1/4; (3) *Fractional Parts of a Whole and Groups*—1/5, 1/6, 1/8; (4) *Non-unit Fractions of a Whole and Groups;* (5) *Comparing Fractions.* From Jam Handy, 2821 E. Grand Blvd., Detroit 11, Mich. Complete series: $22. Individual filmstrips: $4.75.

RECREATIONAL GROUPS . . . will appreciate the unusual wealth of easy-to-play games in Allan A. MacFarlan's *Book of American Indian Games.* Identifies tribal origin (and region in which it was played) of each game. For all ages. Contains easily followed instructions for fast-moving, entertaining or quiet games. There are guessing games, skill games, hunting, stalking and warfare games, ceremonial games . . . 150 wonderful games for both indoor and outdoor fun. From Association Press, 291 Broadway, N.Y. 7. Illus. Index. 284pp. $3.95.

THE SUN AND HOW IT AFFECTS US . . . is the title of a new science film for intermediate, junior high grades. (Educational collaborator, Henry J. Otto, Ph.D., professor of elementary education, Univ. of Texas.) Comprehensive study of sun is presented, including sun's size, distance from earth, physical nature and its effect on life, weather, and tides on earth. Basic understanding of probable origin and effects of the corona, prominences, flares and sunspots is provided through telescopic motion pictures. From Coronet Films, 65 E. South Water St., Chicago 1, Ill. 1 reel, 11 minutes, sound. Color: $100. B/W: $55.